



Clifton Primary School Special Educational Needs Disability (SEND) Policy

E. Howarth SENDCO
November 2018

Our Aims and Objectives:

'Enjoy and achieve together'

At Clifton Primary School we aim to encourage all pupils to learn in a safe, happy and secure environment, so that they are able to achieve to the best of their abilities.

Some of our children may experience special educational needs; special needs may be where a child is experiencing emotional, physical, specific or general learning needs. All children have the right to have their Special Educational Needs assessed and addressed in terms of their individual need. If a child is identified as having special educational needs our policy statement addresses their needs, and explains how the school ensures that they have access to educational experiences that are appropriate to their individual needs.

In order for each child to strive and achieve to the best of their ability, we;

- Work to remove barriers to learning for each individual child.
- Ensure that every child has equal access to a broad and balanced curriculum.
- Enable early identification and assessment for children.
- Have an ethos that values all members of the school.
- Promote self-esteem and enjoyment of learning, by recognising and praising success and effort.
- Work closely with parents, children and other agencies around the needs of the child.
- Maintain a multi-disciplinary approach to the resolution of difficulties.

The school will aim to

- provide appropriate screening and assessment resources that will support staff in the early identification of special educational needs.
- Monitor children's performance, identifying strengths and weaknesses, so that their rate of progress, over time can be assessed.
- support children in managing their own behaviour enabling them to take part in learning effectively and safely.
- provide and deliver differentiated work and individual programmes of Special Educational Needs support
- use clear procedures which will enable staff to monitor progress
- use agreed proformas for recording work with children with special educational needs

- provide a structure where outside agencies can be involved at the appropriate stage
- liaise with parents on a formal and informal basis

Definition of SEN:

Children with Special Educational Needs have individual needs, (either learning difficulties or Gifted and Talented) that call for special provision to be made.

The term 'Special Educational Needs' (SEN) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

To overcome this barrier, children with Special Educational Needs require special educational provision to be made for them. Special educational provision means; for children who are four or over, educational provision which is additional to or different from what other children in their own age group receive, in schools maintained by the LEA (Local Education Authority), other than special schools in the area.

Children must not be regarded as having a learning difficulty solely because the language, or form of language of their home is different from the language in which they will be taught.

Access to the curriculum:

At Clifton we place great emphasis on catering for the different learning styles. The teachers plan to meet the specific needs of individuals and groups of children. Some children have barriers to learning therefore all teachers planning and actions will reflect these needs, enabling all children access to the curriculum.

Children may have special needs throughout their time at Clifton, or they may just have special needs for a short period of time. Assessment and planning takes account of the type and extent of the special need that each child may experience.

All pupils on the SEN List have personalised targets in the form of IEP's or Pastoral Plans. The strategies that enable children achieve these targets set on the IEP/Pastoral Plan will, in the main, be implemented in the classroom setting. Some children though may require 1-1 or small group work. All children at Clifton on the SEN List have an IEP/Pastoral Plan, which is reviewed termly.

Response System for children with SEN:

Early intervention: The child's development is monitored using school assessment procedures.

Early Years:

Nursery- Baseline on entry assessments, SALT assessments and Individual tracking sheets.

Reception – Baseline on entry assessments, SALT assessments and Individual tracking sheets.

Year 1-6:

Teacher Assessment, termly reading, writing and maths tests, reading ages, dyslexia screener. These help to monitor the progress and indicate any specific needs.

Teacher Concern: Recognition of concerns about an aspect of a pupil's development. Parents are informed.

SEN Support: Teacher identifies a special need that the child has. SENCO and parents are informed. Parents are invited to a meeting with the Class Teacher, SENCO and/or Family Support Worker to discuss how they can help their child at home, also to discuss the support that school will put in place for their child. They are placed on the SEN List and an IEP/Pastoral Plan is written for them by the teacher, with help from the SENCO. At this stage children are usually supported within in their own classroom setting with differentiated planning and interventions. If children need further support and/or strategies then external agencies may be come involved.

EHCP:

If a child is not making progress and it is felt that they require more support or intervention from outside school, then a review is held. With parent's permission, the SENCO will apply to the education authority for an Education Health Care Plan. This may mean that the child will receive 1-1 help in school for a period of the school day from a designated person.

Reviews:

All children with an EHCP will require a yearly review. These reviews take place in school, the SENCO invites all those with interest in the child's education/wellbeing e.g. educational psychologist, speech therapist, etc, along with the child's' parents.

Minutes of these review meetings are sent to the LA for their recommendations. Reviews held when the child is in Year five must take into account the provision for the child at secondary age.

SEN List:

It must be noted that children may at any time move up and down the stages on the SEN List or come off the SEN List, if they achieve the targets on their IEP's/Pastoral Plans.

Individual Education Plans/Pastoral Plan

All children who are on the SEN List in school have an IEP (education) or Pastoral Plan (behavior) written for them. These are reviewed once a term, and new targets are set for the children to achieve. Each child is aware of their targets so they can work towards achieving them. Parents and pupils are able to make contributions to the plans through reviews and new target setting.

Roles and responsibilities

The Governing Body

The Governing body has due regard to the Code of Practice when carrying out duties towards all pupils with special educational needs. The governing body is required to report annually to parents on the success of the school's policy for the provision for children with special educational needs.

The Head teacher

The Head teacher has overall responsibility for the provision of children with Special Educational Needs. The Head teacher will work in conjunction with the SENDCO and the governing body.

The Role of the SENDCO

The SENDCO is responsible for the day to day management of the SEND policy, for coordinating provision for pupils with SEND and ensuring that staff have access to relevant training.

- Overseeing the use of the school's SEND policy
- Coordinating provision for children with SEND
- Up to date records of the costed provision map
- Liaising with and advising colleagues
- Maintaining and managing the records on all children with SEN, including relevant IEPs, individual costed provision maps and professionals reports
- To manage SEND resources
- Liaising with parents of children with Special Educational Needs
- To hold annual reviews for children with an EHC Plan
- Advising and supporting other members of staff in the school
- Liaising with external agencies, including the LA's support, educational psychology services, health and social services and voluntary bodies
- To work in conjunction with the head teacher and SLT, setting and monitoring the budget.
- Update staff on new initiatives, changes to SEN Code of Practice
- Keeping relevant policies up to date e.g. Local offer, administering medicines policy and SEND policy.

The Class teacher

The class teacher has the responsibility to follow the SEND policy by identifying pupils with SEND and the development of provision for those pupils, keeping the SENDCO informed and reviewing individual pupil progress. When working with external agencies the class teacher will embed the advice in to IEPs and Pastoral plans.

Allocation of resources

The Head teacher and SENDCO are responsible for the SEND resources and their allocation, including the provision for pupils with EHC Plans. The Head teacher and SENDCO are required to keep the SLT and governing body informed of the allocation and delegation of the monies received for SEND. All teachers are requested to identify resources which they may require for children with SEND in their class, and to ask the SENDCO for such resources as necessary. These resources will be purchased as thought necessary and with adequate funding.

Parent Partnership

The school endeavor to work closely with parents and guardians of children with special educational needs. We encourage active participation in the education of their children and regular dialogue with teachers and the SENDCO. Parents/Guardians have much to contribute to their children's educational needs. Parents/Guardians are involved in the IEP's/Pastoral Plans that are written for children, parents/Guardians are asked to sign the IEPs/Pastoral Plans as an acknowledgement of their child's needs. Also as confirmation of their support in achieving the targets set for their children by school and other professionals. Parents/Guardians are invited in to meet with professionals that work with their children, enabling them to give an insight in to their child.

Pupil Participation

At Clifton we encourage children to take responsibility for their learning and as such they are also involved in their own IEP's/Pastoral Plans/one page profiles. There is a section for their contributions where they can comment and review their targets. They are also able to discuss difficulties and progress with their targets, influencing future targets.

Criteria for evaluating the success of the school's SEN policy

The governing body and the Head teacher will monitor targets set annually at the beginning of a new academic year to ensure that they are being met. The SEND Governor will come into school to liaise with the SENDCO and may observe or talk to children with special educational needs. The governing body will report to parents in their annual report, highlighting the School Profile.

Arrangements for considering complaints about SEN provision in the school

Complaints concerning the school's SEND provision should be sent in writing to the Headteacher or the Chair of Governors.

Written by Mrs Howarth SENDCO
SEND Governor:
Policy to be reviewed: November 2020
Person to initiate review: Head teacher